

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Lower Lee Elementary

District: Lee County

Principal: Robert Ervin

Superintendent: Cleo Richardson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale School Profile

Demographic Data

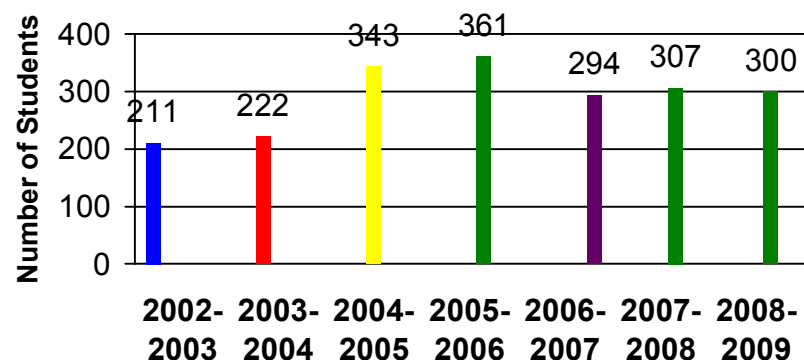
Lower Lee Elementary School is a recently renovated school in the rural St. Charles community of Lee County, South Carolina. The school was originally a primary school and served Pre-K – third grade. In 2002, the grade configuration expanded to PreK-4th grade, and in 2004 the grade configuration further expanded to include 6th grade. During the 2003-2004 school year, building renovations resulted in the addition of approximately 12 classrooms, a science lab, faculty workroom, girls' and boys' restrooms, faculty/staff restrooms, and the expansion of the cafeteria. During the renovation phase, the faculty, staff, and students relocated from the St. Charles school site to Fleming Middle School in Lynchburg, South Carolina. In 2006, the grade configuration further changed from 4K – 6th grades to 4K – 5th grades. All 6th graders were assigned to Mount Pleasant Middle School for the 2006 – 2007 school year.

Presently the school serves approximately 307 students in grades 4K through 5th grade. Of the total enrollments, ninety five percent are African American, three percent are Hispanic, and two percent Caucasian. A majority of parents in this rural area are unemployed, and 92.3% of the students receive free or reduced-priced meals. There have not been significant changes in our demographics over the past five years and the population for 2008-2009 is projected to remain at approximately 300 students.

2007 – 2008 Enrollment

Grade	AM	WM	HM	AF	WF	HF	Total
4K	9	0	0	6	0	0	15
5K	26	2	1	26	1	1	57
1 st	24	0	0	22	2	0	48
2 nd	28	0	0	26	0	1	55
3 rd	22	0	2	22	0	1	47
4 th	18	0	2	24	1	1	46
5 th	14	0	0	24	0	1	38
Total	141	2	5	150	4	5	307

Annual Enrollment



Currently, the average class size is eighteen (18) students. The school serves only resource students since all self contained students are served at other schools in the district. The special needs population at Lower Lee consists of 30 speech students, 11 resource students, and 0 GT students. Approximately 60% of the students enrolled in grades 4 and 5 are on academic assistance plans.

The demographic profile of the entire Lower Lee Elementary School staff by profession is 26 certified, 15 classified employees (cafeteria, office, and custodial staffs) by race, there are 85% African-Americans, and 15% Caucasians. The current gender distribution is 93% female and 7% male.

The school's goal is to recruit and retain "highly qualified" teachers who can effectively instruct students by implementing a creative and innovative standards-based curriculum. The retention rate has increased dramatically in the past year and for the 2007 – 2008 school year, all current staff returned with the exception of one teacher who is now attending graduate school full time in another state.

School Data

An overview of the trend data for Lower Lee Elementary from 2005 to 2007 is in the chart below. The fifth grade had a significant decline in PACT scores in 2007 and has initiated changes in the instructional organization, daily instructional schedule, and increased use of PACT-like assessments. The areas of math and science have also been identified through data analysis as areas of focus. In 2007, eight out of 12 tested content areas scored below 50% meeting standard on PACT as compared to seven out of 12 in 2006 and five out of 12 in 2005.

PACT Three Year Data

PACT English/Language Arts (Percentage of students)

	Below Basic			Basic			Proficient			Advanced		
Grade	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	28.6	25	24.4	37.1	38.9	40	31.4	36.1	33.3	2.9	0	0
4	26.9	50	43.6	50	32.4	51.3	23.1	14.7	5.1	0	2.9	0
5	40.5	32.6	67.6	54.8	39.1	21.6	2.4	26.1	10.8	2.4	2.2	0

PACT Mathematics (Percentage of students)

	Below Basic			Basic			Proficient			Advanced		
Grade	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	40	57.9	46.7	54.3	39.5	53.3	5.7	2.6	0	0	0	0
4	32.1	60	62.8	49.1	31.4	32.6	17	8.3	4.7	1.9	0	0
5	64.3	43.5	71.1	26.2	50	23.7	9.5	6.5	5.3	0	0	0

PACT Science (Percentage of students)

	Below Basic			Basic			Proficient			Advanced		
Grade	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	66.7	76.9	72.7	33.3	17.9	27.3	0	5.1	0	0	0	0
4	50	84.6	81.4	44.2	7.7	18.6	5.8	7.7	0	0	0	0
5	81.8	57.4	63.2	13.6	38.3	31.6	2.3	4.3	0	2.3	0	5.3

PACT Social Studies (Percentage of students)

	Below Basic			Basic			Proficient			Advanced		
Grade	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	66.7	52.5	47.8	30.8	42.5	52.2	2.6	5	0	0	0	0
4	26.9	74.4	60.5	53.8	20.5	37.2	17.3	5.1	3.3	1.9	0	0
5	72.7	40.4	78.9	22.7	51.1	21.1	4.5	8.5	0	0	0	0

The analysis of the 2006 and 2007 PACT data (see table below) for changes from the previous to current year indicates growth in the third grade in all content areas but especially in English/language arts. With this identified instructional strength, the third grade teachers will continue to assist other teachers in focusing on curriculum standards and implementation of best practices through mini workshops during staff meetings.

PACT Percent Basic and Above

	ELA			Math			Science			Social Studies		
Grade	2006	2007	Change 06-07	2006	2007	Change 06-07	2006	2007	Change 06-07	2006	2007	Change 06-07
3	75	76.2	1.2	42.1	54.8	12.7	23.1	28.6	5.5	47.5	52.4	4.9
4	50	56.1	6.1	40	39	-1.0	15.4	19.5	4.1	25.6	41.5	15.9
5	67.4	33.3	-34.1	56.5	30.6	-25.9	42.6	38.9	-3.7	59.6	22.2	-37.4

Summary of Process Used to Develop the FSRP and the Persons Involved

1. Entire School Staff

- **Principal and ERTL discussed the FSRP process for 2008-2009.**
- **Reviewed test data: Three year trend data, spring 2007 PACT data, fall and winter Dominie assessments for grade 3, pre/post school writing assessment results, MAP RIT scores for fall and winter, and disaggregated data by gender in ELA and math**
- **Suggested focus areas and strategies to improve student achievement and scores on 2009 PACT.**

2. School Leadership Team

- **Further reviewed and discussed test data.**
- **Reviewed focus areas and strategies as recommended by school staff.**
- **Made tentative recommendations for focus goals and strategies.**

3. Grade level Teams

- **Reviewed grade level trend and longitudinal data. Each teacher also reviewed her individual class data.**
- **Reviewed and discussed recommended focus areas and strategies based on analysis of data.**
- **Teachers reviewed students' scores and used current assessments to help determine which students could possibly move from one category to a higher category on spring 2009 PACT test.**

4. School Leadership, Principal and ERTL

- **Reviewed data and staff recommendations.**
- **Recommended final focus goals and strategies. Presented to staff prior to final submission to district instructional staff and SDE**

5. Entire School Staff

- **Reviewed final recommendation of goals and strategies for comments and final input.**

6. District Instructional Staff

- **Reviewed school goals and strategies.**
- **Collaborated with school on coordination of school and district goals**
- **Submitted district goals that will support school goals to be included in school plan submitted to SDE**

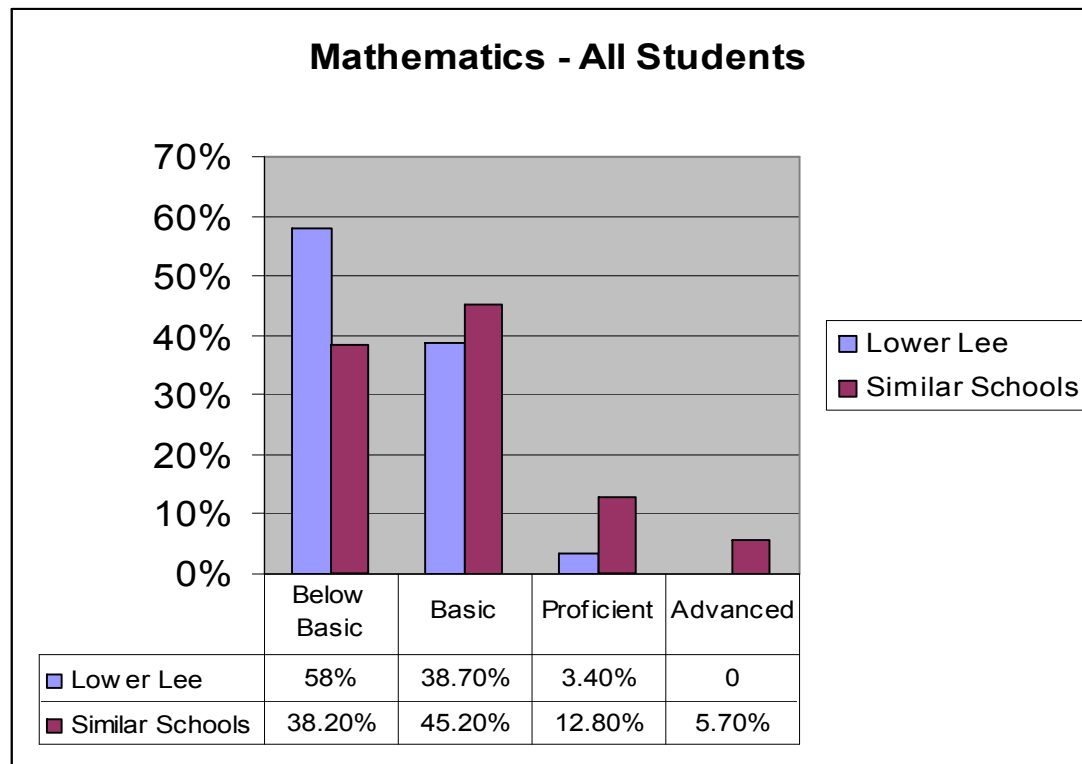
Selection of Focused School Goals to Meet Expected Progress

After studying test data and meeting with collaborative groups for feedback and input, the following focus goals were recommended to improve student achievement and improve test scores for the 2008 – 2009 school year:

- **Focused Goal #1:** By April 1, 2009, 35% of the students in grades 3 – 5 will advance one PACT performance level in math from the fall to the spring administration of MAP math benchmark assessment.

How this goal will help Lower Lee meet expected progress:

The graph below shows the percent of all students scoring below basic on math as compared to similar schools.

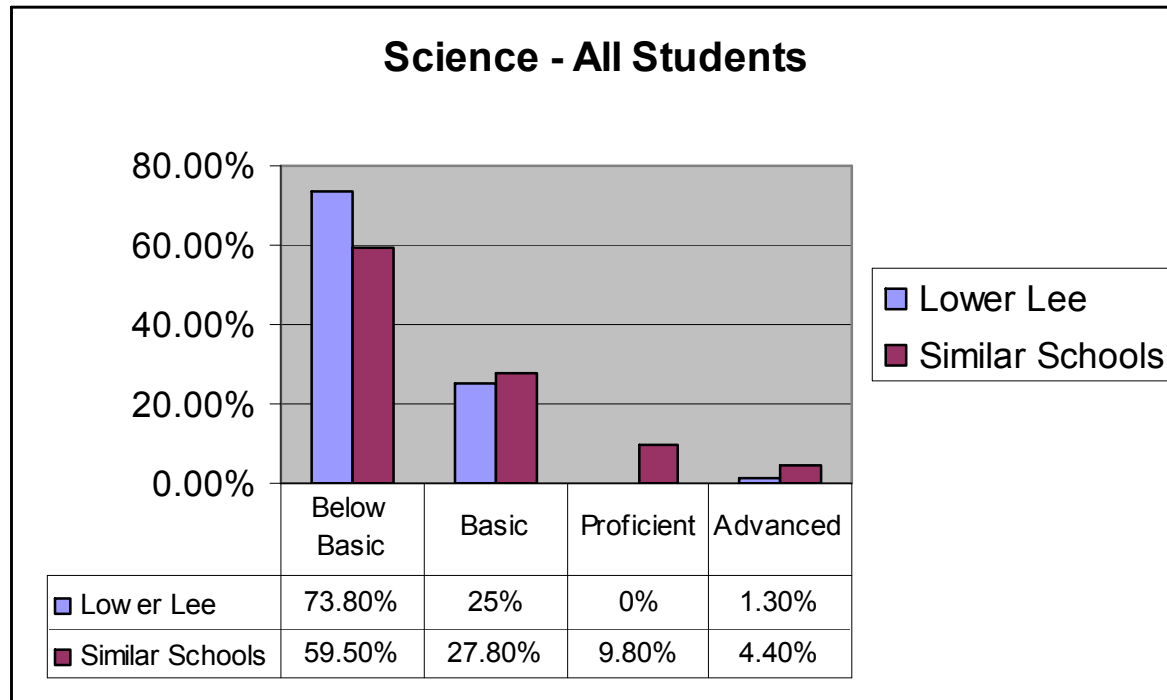


Based on the Absolute Value Calculator, a 30% movement of students could result in at least a .2 gain towards expected progress.

- **Focused Goal #2:** By April 1, 2009, 25% of the students in grades 3 – 5 will advance one performance level in science from fall (September 2008) to the spring (February 2009) as measured by MAP science benchmark assessments.

How this goal will help Lower Lee meet expected progress:

The graph below shows the percent of all students scoring below basic on science as compared to similar schools.

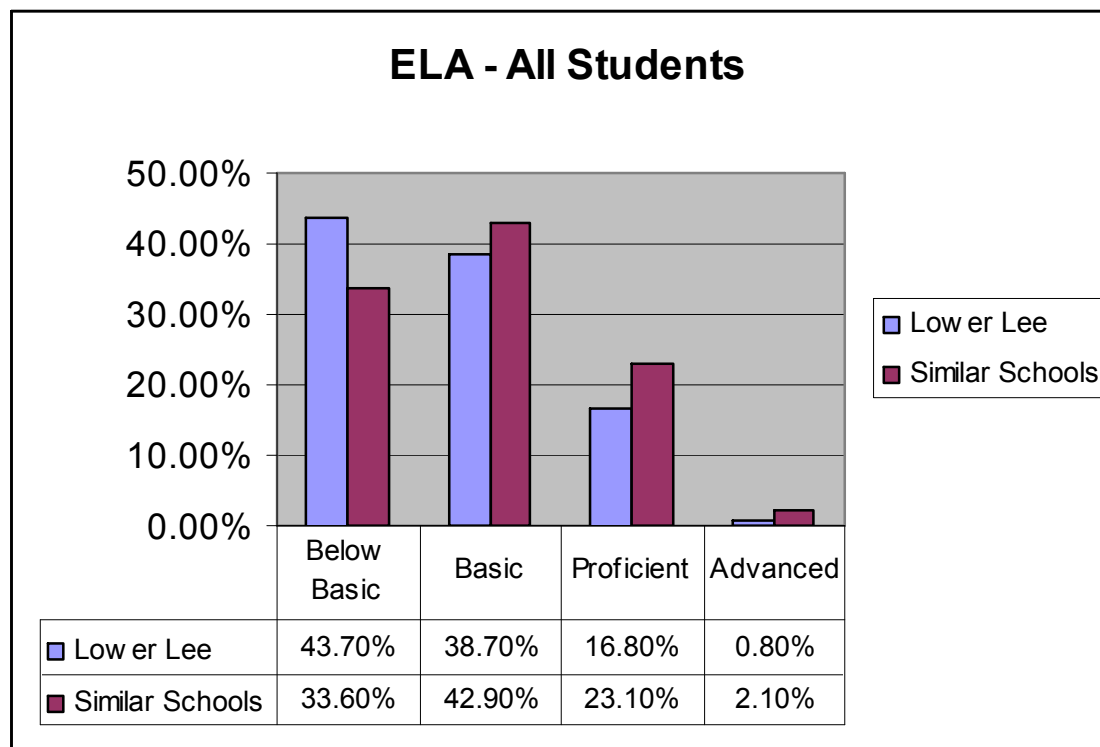


Based on the Absolute Value Calculator, a 50% movement of students could result in at least a .1 gain towards expected progress.

- **Focused Goal #3:** By April 1 2009, 25% of students in grades 3 – 5 will advance one performance level in reading from the fall to the spring administration of MAP reading benchmark assessment.

How this goal will help Lower Lee meet expected progress:

The graph below shows the percent of all students scoring below basic on ELA as compared to similar schools.



Based on the Absolute Value Calculator, a 20% movement of students could result in at least a .1 gain towards expected progress.

By achieving all three goals, we should move a minimum of .4 towards expected progress.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

July 2008	Principal and SLT meet to review and plan implementation of FSRP goals/strategies and develop guidelines for Teacher Data Notebooks for 2008-2009
August 2008	District and School Professional Development Days <ul style="list-style-type: none"> ➤ Anderson 5 Curriculum Guides/Pacing/State Standards (District) ➤ Grade Level Meeting - Anderson Curriculum (School) ➤ Data Analysis (Preliminary Data) - (School) ➤ Everyday Counts math professional development (session #1) SLT meets (4 th Tuesday) Purchase Everyday Counts Math kits and supplementary materials
September 2008	1 st Wednesday- Early Dismissal – Common Planning Fall MAP – Date TBA – Administration and analysis of data SLT meets (4 th Tuesday) Everyday Calendar math professional development (session #2) Professional development – PACT /MAP Data Implement Everyday Counts math in 5K – 5 th grade classrooms 21 st Century After School Program Begins (Serves Pact Below Basic students in grades 3 – 5)
October 2008	1 st Wednesday - Early Dismissal – Common Planning 1 st Quarter Benchmark Testing in science (PACT-like Assessments in Anderson Curriculum Guide) SLT meets (4 th Tuesday) Monthly Grade Level Team Meeting with Principal or Designee Purchase classroom library books for grades 3 – 5 Teachers hold quarterly student conferences (PACT/MAP Assessments and student goals) Principal or designee – review Teachers’ Data Notebooks Saturday Academy #1
November 2008	1 st Wednesday - Early Dismissal – Common Planning SLT meets (4 th Tuesday) Monthly Grade Level Team Meeting with Principal or Designee Principal or designee – review Teachers’ Data Notebooks Family Science Night Saturday Academy #2
December 2008	1 st Wednesday - Early Dismissal – Common Planning SLT meets

	Monthly Grade Level Team Meeting with Principal or Designee Principal or designee – review Teachers’ Data Notebook
January 2009	1 st Wednesday - Early Dismissal – Common Planning Winter MAP – Date TBA 2 nd Quarter Benchmark Testing in science (PACT-like Assessments in Anderson Curriculum Guide) SLT meets (4 th Tuesday) Monthly Grade Level Team Meeting with Principal or Designee Teachers hold quarterly student conferences (PACT/MAP Assessments and student goals) Principal or designee – review Teachers’ Data Notebooks Saturday Academy #3
February 2009	1 st Wednesday - Early Dismissal – Common Planning 16 District Professional Development SLT meets (4 th Tuesday) Monthly Grade Level Team Meeting with Principal or Designee Principal or designee – review Teachers’ Data Notebooks Family Science Day Saturday Academy #4
March 2009	1 st Wednesday - Early Dismissal – Common Planning 3 rd Quarter Benchmark Testing in science (PACT-like Assessments in Anderson Curriculum Guide) SLT meets (4 th Tuesday) Monthly Grade Level Team Meeting with Principal or Designee Teachers hold quarterly student conferences (PACT/MAP Assessments and student goals) Principal or designee – review Teachers’ Data Notebooks Saturday Academy #5
April 2009	1 st Wednesday - Early Dismissal – Common Planning Spring MAP – Date TBA SLT meets (4 th Tuesday) Monthly Grade Level Team Meeting with Principal or Designee Principal or designee – review Teachers’ Data Notebooks Saturday Academy #6
May 2009	1 st Wednesday - Early Dismissal – Common Planning PACT Testing SLT meets (4 th Tuesday) Monthly Grade Level Team Meeting with Principal or Designee Teachers hold quarterly student conferences (PACT/MAP Assessments and student goals) Principal or designee – review Teachers’ Data Notebooks
June 2009	SLT meets

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 35% of the students in grades 3 – 5 will advance one performance level in math from the Fall (Sept.) 2008 to the Spring (February) 2009 as measured by MAP math benchmark assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Allocate a minimum of 60 minutes of daily math instruction and utilize PACT-like assessments.	Teachers Grades 3 - 5	Aug. 2008	Adequate daily instructional time in math and use of PACT-like assessments will positively impact students' improvement in math skills. Documentation: Master schedule, Daily classroom schedule, Classroom observations, Lesson Plans, and Sample of assessments Person Responsible: Teachers, Principal, AP
2. Provide after school assistance for students scoring Below Basic through the 21 st Century After School Program.	Homework Center Staff Grade 3 – 5 Teachers	Sept. 2008	Homework Center teachers will assist students with daily homework assignments in math in small group or individual settings and address students' individual needs as communicated via a Skills Collaboration sheet from the regular classroom teacher. Documentation: Skills Collaboration Sheets, After school schedule and lesson plans, Observations by administrators Person Responsible: Principal, AP, Lead teacher, ERTL,
3. Hold bi-quarterly conferences with students to discuss progress as measured by MAP and other PACT-like assessments and to set goals for improvement.	Teachers Grades 3 - 5	Aug. 2008	Conferences with teachers on student growth and goal setting will maintain focus on individual math goals. Documentation: Observation by administrators, Conference logs, Student Goal sheet Person Responsible: Teachers, Principal, ERTL

4. Provide math enrichment and remediation activities to identified students through at least six Saturday Academy sessions.	Principal Saturday Academy Teachers	Oct. 2008	<p>By serving both students identified as close to moving from Below Basic to Basic and serving students identified as close to moving from Basic to Proficient or Advanced in homogeneous settings in an extended year programs, the goal of advancing students' performance levels will be directly addressed.</p> <p>Documentation: Advertisements, Lesson plans, Attendance data, Observations, and Student achievement data on Saturday Academy assessments.</p> <p>Person Responsible: Teachers, Principal, AP, ERTL</p>
5. Implement Everyday Counts Math Program in all grade 3 - 5 classrooms	Principal Teachers Grades 3 - 5	Sept. 2008	<p>The learning experiences provided by using this interactive math program will provide opportunities for students and teachers to communicate their mathematical thinking to each other and thus increase students' math proficiency.</p> <p>Documentation: Lesson Plans, Classroom Observations, Interactive Board Displays</p> <p>Person Responsible: Principal, AP, ERTL</p>

Professional dev/Anderson Five Curriculum

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009, 25% of the students in grades 3 – 5 will advance one performance level in science from fall (Sept. 2008) to the spring (Feb.2009) as measured by MAP science benchmark assessments.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Continue to provide a standards-based science lab with a certified teacher as facilitator.	Principal	Aug. 2008	A certified teacher in a lab setting will be able to plan hands on activities and address the standards with more rigor than a classroom teacher in a regular classroom setting. As a result, student learning through more frequent applications of skills will positively impact understanding and retention of skills taught. Documentation: Lesson Plans, Classroom observations by administrators Person Responsible: Principal
2. Allocate a minimum of three class sessions per week in the science lab for students in grades 3 – 5.	Principal Science Teacher	Aug. 2008	The master schedule should allocate a minimum of three sessions per grade to ensure that all students are taught in the science lab setting to allow the science teacher adequate time each quarter to address state standards and adhere to the district's pacing guide. As a result, students will be properly prepared for the quarterly Benchmark assessments. Documentation: Master Schedule, Lesson Plans, Lab Schedule Person Responsible: Principal
3. Hold three Family Science Nights to help parents to develop an understanding of science concepts being taught for their child's grade level.	Science Teacher	Nov. 2008	Parent Involvement sessions such as Family Science Night and Science Fairs will be used to demonstrate science concepts and involve parents as learners. These activities can help bridge home – school communications about science academic progress and student expectations. Documentation: Agendas, Parent Sign in Logs, Activity Evaluation Sheets, Sample of activities Person Responsible: Principal/AP/Science teacher

4. Develop and administer PACT-like science assessments to students in grades 3-5.	Science Teacher	Sept. 2008	<p>Consistent use of PACT-like assessments of standards taught will familiarize students with the PACT test format and should increase performance on subsequent tests.</p> <p>Documentation: PACT-like Assessments, Record of Student progress on assessments over time Person Responsible: Principal/AP/ERTL</p>
5. Utilize the FOSS kits as a part of the hands on experiences in the science lab to address the state science standards.	Science Teacher	Sept. 2008	<p>The FOSS kits will allow students to engage in hands on activities and experiments aligned to the state science standards routinely and thereby increase their retention and understanding of the standards taught.</p> <p>Documentation: Lesson Plans, Classroom Observation by administrators Person Responsible: Principal/AP/Science Teacher</p>
6. Hold bi-quarterly conferences with students to discuss their progress and to set goals for improving in science.	Teachers Grades 3 - 5	Aug. 2008	<p>Conferences with teachers on student growth and student feedback will maintain focus on individual science goals.</p> <p>Documentation: Conference logs, Student goal sheet/observations by administrators Person Responsible: Principal/AP/ERTL/Science teacher</p>

Professional Dev

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 25% of students in grades 3 – 5 will advance one performance level in reading from the fall (Sept., 2008) to the Spring (February 2009) as measured by MAP reading benchmark assessments.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide reading enrichment and remediation activities to identified students through at least six Saturday Academy sessions.	Principal Saturday Academy Teachers	Oct. 2008	By serving both students identified as close to moving from Below Basic to Basic and serving students identified as close to moving from Basic to Proficient or Advanced in homogeneous settings in an extended year programs, the goal of advancing students' performance levels will be directly addressed. Documentation: Student list, Lesson Plans, and Student achievement data on Saturday Academy assessments Person Responsible: Principal/Saturday Academy Director
2. Provide after school assistance in reading for students scoring Below Basic through the 21 st Century After School Program.	Homework Center Staff Grade 3 – 5 Teachers	Sept. 2008	Homework Center teachers will assist students with daily homework assignments in reading in small group or individual settings and address students' individual needs as communicated via a Skills Collaboration sheet from the regular classroom teacher. Documentation: After-school schedule of reading classes, Lesson Plans for classes, Collaboration sheets between regular classroom teachers and the After-school reading teacher, Samples of student work, Observations Person Responsible: Principal/AP/ERTL/ teachers of the Program
3. Provide classroom libraries with appropriately leveled books of different genres to meet the varying reading	Principal Teachers	Oct. 2008	Classroom libraries with a diverse collection of books and magazines will entice students to read more and thus impact their reading proficiency and comprehension.

abilities and interests of the students.	Grade 3 - 5		Documentation: Classroom Observations, Classroom Library Inventory, Purchase Orders Person Responsible: Principal/Principal Designee
4. Conduct bi-quarterly conferences with students to discuss reading progress on MAP and other PACT-like assessments and to develop goals for improvement.	Teachers Grades 3 - 5	Aug. 2008	Conferences with teachers on student growth and student feedback will maintain focus on individual reading goals. Documentation: Conference logs, Student Goal Forms, Observation by administrators Person Responsible: Principal/AP
5. Incorporate the use of non-fiction materials that address the science and social studies standards at each grade level in the reading materials used for instruction during reading.	Librarian Teachers Grades 3 - 5	Sept. 2008	The use of non-fiction books that address standards in science and social studies will allow teachers to integrate instruction as they address reading skills. The strategy will greatly impact reading proficiency and teach science and social studies skills. Documentation: Lesson Plans, Classroom Observations by administrators, Purchase Orders Person Responsible: Principal/AP/ERTL/
7. A minimum of thirty minutes a day will be allocated to the instruction of process writing in grades 3-5.	K-5 Teachers	Sept. 2008	Teachers will use writing as a means of helping students Develop their reading skills. Daily schedules, observation by administrators, writing portfolios. Principal, AP, ETRL
7.K-5 teachers will participate in professional development in teaching process writing skills and the use of the new SC Writing Rubric	K-5 Teachers	Sept. 2008	Agenda, sign-in sheets, handouts, classroom observations by administrators. Principal, AP, ETRL

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will assist 100% of the faculty in grades 3-5 in developing and using a data notebook to analyze data to improve instruction in reading as measured by 25% of students in grades 3-5 advancing one performance level on MAP reading benchmark assessments from the fall (Sept. 2008) to the spring (February) 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Develop guidelines for the teacher data notebook	School Leadership Team Principal	July 2008	The notebook guidelines will assist teachers with organization of multiple sources of student data such as PACT, MAP, Benchmark Assessments, etc. Once organized, the data can be used to help plan instruction to meet the varying needs of students. Documentation: notebooks, Observations in team or dept. meetings, and teacher strategy forms Person Responsible: Principal/Principal Designee, ETRL
2. Train teachers in PACT and MAP data analysis	District Principal	Sept. 2008	The training sessions will cause teachers to effectively use student data to more closely match instruction to the needs of individual students or assist in the development of small instructional groups. Documentation: Professional Development Agendas, Sign in Sheets, Handouts Person Responsible: Principal/Principal Designee, ETRL
3. Meet with grade level teams at least once per month during common planning to discuss and review use of data notebook.	Principal Teachers Grades 3 - 5	Oct. 2008	The grade level meetings will allow teachers and the building administrator to have dialog on the use of the student data in the data notebook and will help ensure that 100% of the teachers are utilizing the portfolios to inform instruction. Documentation: Grade Level Minutes, Agenda, Sign in sheets Person Responsible: Principal/Principal Designee

4. Use data from Dominie Benchmark Testing to provide reading intervention instruction to students reading significantly below grade level	Principal, Reading Intervention Teacher Teachers Grades 1-3 Student Intervention Team	Oct. 2008	<p>Monthly South Carolina Reading First Student Intervention Team (SIT) meetings will allow teachers and the building administrator to have dialog on the use of the student Dominie Benchmark Test Data to select students who will receive reading intervention and monitor their progress.</p> <p>Documentation: SIT Meetings Minutes, Agenda, Sign in sheets and Dominie Tests</p> <p>Person Responsible: Principal/Principal Designee, teachers grades 1-3, SCRF Reading Intervention Teacher</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will assist 100% of teachers in grades K – 5 in utilizing the *Everyday Counts Math Program* for a minimum of 10 minutes per day to improve math instruction as measured by 35% of the students in grades 3-5 advancing one performance level on MAP math benchmark assessment from the fall of 2008 (Sept.) to the spring (February) of 2009

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Purchase <i>Everyday Counts</i> Math kits and other required supplementary materials for all K – 5 teachers.	Principal	Aug. 2008	<i>Everyday Counts</i> is an interactive K-6 bulletin board program that helps students build key math concepts a little at a time, every day. Use of the program will help teachers provide meaningful hands-on math instruction and will promote students' math proficiency. Documentation: Purchase Order for kits and other materials Person Responsible: Principal/Principal Designee
2. Provide a minimum of 2 training sessions on the initial implementation of <i>Everyday Counts</i> math program	Consultant Principal	Aug. 2008	Teachers will be involved in at least 2 training sessions prior to implementation of <i>Everyday Counts</i> to gather background information on the program and to obtain training to help ensure that the program is implemented effectively to impact student learning. Documentation: Professional Development Agendas, Sign in Sheets, Handouts Person Responsible: Principal/AP
3. Monitor classrooms for implementation of <i>Everyday Counts</i> math activities	Principal	Sept 2008	The principal or designee will monitor classrooms at least 5 times per month to confirm use of <i>Everyday Counts</i> activities at all grade levels with all students. Documentation: Classroom visits by administrators /Lesson plans Person Responsible: Principal/Principal Designee
4. Solicit feedback from teachers to analyze effectiveness of program implementation through monthly grade level meeting	Principal Teachers Grades 5K - 5	Sept 2008	Dialogue with teachers on program effectiveness and use of data notebooks will help analyze effectiveness of program Documentation: Grade Level Meeting Minutes, Data notebooks Person Responsible: Principal/Principal Designee

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, with instructional support from district administrators, 25% of students in grades 3-5 at Lower Lee Elementary will increase one performance level in Reading, and 35% will increase one performance level in Math, as measured by MAP data from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Meet with School Leadership Team (SLT) at least once each nine weeks to review assessment data and monitor academic progress and student attendance.	Director of Elementary Instruction PPSL/ERTL Principal	September 2008	Meetings with SLT will facilitate data analysis and monitor academic progress and student attendance. Documentation: A data notebook will be compiled to monitor students’ academic progress and record assessment data. Agendas, sign-in sheets, data notebook Persons responsible: Cheryl S. Stover
Provide opportunity for on site and out of district professional development participation, monitor classroom implementation of Anderson Five curriculum, Standards Support System, MAP driven instruction, data analysis, best practices, etc.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	September 2008	Providing opportunities for professional development will give teachers strategies to use when analyzing and disaggregating test data and when planning for instruction. Documentation: Conference registration forms, approved request to attend forms, agendas, and handouts from school/district level workshops. Persons responsible: Cheryl S. Stover/Bernice Wright

Recognize students, teachers, and parents of students who score Proficient or Advanced on Spring 2008 PACT.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	December 2008	Presenting awards to students, parents, and teachers will encourage students to perform at a higher level. Present awards to students, parents and teachers at Board meeting. Documentation: Board agenda, purchase order for incentives to students, pictures. Persons responsible: Cheryl S. Stover/Bernice Wright
Hire consultant to provide professional development on creating benchmarks, data analysis, and using the data to guide instruction.	Superintendent Exec. Dir. of Instruction Finance Director Director of Elementary Instruction	September 2008	The consultant will assist administrators and teachers in the development of benchmark tests and using the data to guide instruction. Documentation: Consultant's contract, agendas, handouts Persons responsible: Cheryl S. Stover/Bernice Wright
Provide professional development and assist in implementing the Anderson Five Curriculum.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	June 2008	Anderson Five Curriculum Guides were purchased during the 2007-08 school year. Professional development will be provided for school's staff. Documentation: Lesson plans, meeting minutes, Sign-in sheets, and purchase orders. Persons responsible: Cheryl S. Stover/Bernice Wright
Provide district-wide grade level and articulation meetings to assist teachers in revising and implementing use of grade level/subject area pacing guides to correlate with curriculum standards as needed.	Exec. Director of Instruction Director of Elementary Instruction	June 2008	Grade level common planning and articulation to revise pacing guides and plan for classroom instruction provides consistency across the district. Documentation: Minutes of meetings, lesson plans, sign-in sheets Persons responsible: Cheryl S. Stover/Bernice Wright
Purchase, print and make available to teachers Flanagan's benchmark Tests for Higher Standards.	Executive Director of Instruction Director of Elementary Instruction	August 2008	Results of the Flanagan Benchmark tests will be used to monitor student achievement and plan for instruction. Documentation: Purchase order, Copies of Benchmark tests, classroom observation data, lesson plan review data. Persons responsible: Cheryl S. Stover

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2:

By April 1, 2009, with professional development support from district administrators, 25% of students in grades 3-5 at Lower Lee Elementary will increase at least one performance level in science, as measured by MAP science data. from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop professional development schedule utilizing assessment data, teacher surveys, principal’s recommendations and curriculum team’s observations to determine focus topics for workshops.	Exec. Director of Instruction District Curriculum Team	May 2008	Assessment data, teacher surveys, principal’s recommendations and curriculum team observation results will be used to select topics for the district’s professional development plan. Documentation: Teacher surveys, principal’s recommendations, and team’s observation forms Person responsible: Bernice Wright/Cheryl S. Stover
Monitor and evaluate progress and effectiveness of professional development plan.	Superintendent Exec. Director of Instruction District Curriculum Team	August 2008	Monitoring and evaluating the professional development plan will ensure that it is being used effectively to improve student achievement. Documentation: Classroom observations, lesson plans, principal’s report and the analysis of benchmark data Person responsible: Bernice Wright/Cheryl S. Stover
Employ the services of consultants to conduct workshops and follow-up on-site visits to ensure the effective implementation of strategies	Exec. Director of Instruction Finance Director	August 2008	Using the services of a consultant to conduct workshops and do follow-up visits will assist the district’s curriculum team in effectively implementing strategies presented.

presented.			Documentation: Training agendas, sign-in sheets, and evaluation of workshops Person responsible: Bernice Wright/Cheryl S. Stover
Implement an effective system for evaluating staff performance, monitoring instruction and providing feedback to support student achievement.	Exec. Director of Instruction Director of Elementary Instruction	August 2008	Instruction should be monitored at all levels. Utilizing an approved district monitoring instrument to be used by all district curriculum personnel will provide uniformity. Having a district wide instrument will give support for teacher evaluation and writing improvement plans. Documentation: Copies of monitoring instrument/tool or feedback forms, purchase order for observation forms. Person responsible: Bernice Wright/Cheryl S. Stover
Post the district-wide professional development schedule with dates, location and times.	Executive Director of Instruction	August 2008	The strategy will be monitored utilizing the district's website to post schedule and by creating a professional development brochure. Documentation: District's website, brochure Person responsible: Bernice Wright/Cheryl S. Stover

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

EXAMPLES:

Everyday Counts Math – Everyday Counts is an interactive K – 6 bulletin board programs that helps students build key math concepts a little at a time, every day. Working with a calendar, counting tape, clocks, coin counters, graphs, and other elements that change throughout the school year, students analyze data, see patterns, explore math relationships, and communicate their thinking to the teacher and each other.

Full Option Science System (FOSS) – Full Option Science System (FOSS) is a research-based science curriculum for K – 8 grade students developed at the Lawrence Hall of Science, University of California at Berkley. The program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. The FOSS program kits cause students to actively construct ideas through their own inquiries, investigations, and analyses as they explore the natural world.

Measures of Academic Progress (MAP) – NWEA Measures of Academic Progress (MAP) are state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth.

Palmetto Achievement Challenge Test (PACT) - The Palmetto Achievement Challenge Test (PACT) is a standards-based accountability measurement of student achievement in four core academic area – English Language Arts (ELA), mathematics, science, and social studies. The PACT items are aligned to the South Carolina Curriculum Standards developed for each discipline. An accountability system and a statewide test, such as the PACT, are mandated by the South Carolina Education Accountability Act of 1998 and the federal No Child Left Behind Act of 2001 (NCLB).

Saturday Academy – Saturday Academy is a half day Saturday session at Lower Lee for 5K – 5th grade students. Students in the PACT tested grades, 3 – 5, are served in flexible homogeneous groups to encourage movement of students from Below Basic to Basic and from Basic to Proficient or Advanced in the areas of math and reading. The Lower Lee certified staff members serve as teachers and bus transportation is provided for all students. The curriculum is standards based, however, teachers use more interactive and hands on activities in combination with use of technology than in the regular school day.

Teacher Data Notebook – Teacher Data Notebook is an organized notebook of student data that teachers analyze and use to drive instruction. The portfolio contains such data as: PACT scores, MAP data, Benchmark Assessments, Student Conference Logs, etc.